



State of Wisconsin
Department of Public Instruction
Elizabeth Burmaster, State Superintendent

*****NEWS RELEASE*****

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**Awards presented for exemplary leadership
in service-learning and citizenship**

MADISON—State Superintendent of Public Instruction Elizabeth Burmaster and University of Wisconsin Parkside Chancellor John P. Keating, chair of the Wisconsin Campus Compact, presented awards to individuals who have shown exemplary leadership in the field of service-learning on Sept. 23 during the second annual State Superintendent's PK-16 Institute on Service-Learning and Citizenship held in Madison.

"Service-learning is the most effective educational strategy for the application of knowledge learned in school to the real world and for the civic engagement of students in their communities," Burmaster said. "Students can best learn through authentic hands-on involvement what it means to be productive, contributing citizens of a democracy. In the words of Benjamin Franklin 'Tell me and I forget, teach me and I remember, involve me and I learn.'"

Recipients of the 2004 State Superintendent's Service-Learning Awards were:

Teri Dary, Waupun, for her work as national director of Community Coaches—providing teachers throughout the country with outreach, training, and support—for the "Do Something" program, which teaches students the importance of being active and caring citizens. Dary, who served 19 years as a special education and public school classroom teacher, became involved with "Do Something" in 1997 and designed a pilot model for Wisconsin in 2001.

Carole Klopp, Madison, for her 14 years in the field of service-learning as director for Professional Programs and Services at the National Youth Leadership Council in St. Paul, Minn., and the National Service-Learning Exchange. Before joining the National Youth Leadership Council, Klopp was service-learning grants administrator for CESA 2 and has collaborated with the Department of Public Instruction on initiatives that used service-learning to increase student academic achievement and prevent risky behaviors.

Dan Nerad, superintendent of the **Green Bay Area School District**, for strongly promoting the development of citizenship skills in students and infusing service-learning into the district's daily

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practice. Under Nerad's leadership, the Green Bay Area School District adopted a 24-hour service-learning requirement for high school graduation in 2002, and the district's strategic plan reflects the philosophy of civic engagement and life-long learning.

Katherine Rhoades, dean of the **College of Education and Human Sciences at UW-Eau Claire**, for innovation and creativity in integrating service-learning opportunities into the teacher preparation program. Through her leadership, UW-Eau Claire education students have contributed thousands of hours to area classrooms as tutors, reading partners, and mentors. The "on-the-road" service-learning experience partnership with three urban schools in Prince George's County, Maryland, allows preservice teachers to work with culturally diverse populations, earning the UW-Eau Claire School of Education the "Best Practice Award for Service-Learning in Teacher Education" from the American Association of Colleges for Teacher Education.

Bill Sepnafski, teacher at **Menasha High School**, for his work as a presenter, consultant, and trainer for district and school staff on service-learning; his work evaluating service-learning projects at the local, state, and national levels; and his participation in several service-learning research studies. He has been teaching social studies at Menasha High School, where he chairs the social studies department, since 1974. In 1999, Menasha High School became a National Service-Learning Leader School.

George Slupski, district administrator at **Raymond #14 School District**, for efforts since 1987 in helping schools learn how to actively engage students and staff in service-learning leadership as a school counselor, principal, and superintendent. He helped launch the Southeast Wisconsin Consortium for Service-Learning and was instrumental in the designation of his former school, General Mitchell Elementary in Cudahy, as a banner school for service-learning.

Wisconsin Citizen Action Fund, Civic Engagement Program for its dedication to social, economic, and environmental justice by developing a cutting-edge program to educate students about the importance of civic engagement and directly involving them in nonpartisan get-out-the-vote work in neighborhoods around their schools. Fifty-two classrooms in Milwaukee schools and 10 each in Madison and Green Bay are involved. Accepting on behalf of the Wisconsin Citizen Action Fund were **Larry Marx**, co-executive director; **Teresa Thomas Boyd**, director of Citizen Action of Milwaukee; and **David Weingrod**, Milwaukee Education Center Middle School.

Greendale Student Service-Learning Committee for the service-learning efforts of students and staff in grades six through 12 in the Greendale School District. Through student-delivered staff training, the Service-Learning Committee helps teachers develop projects, awards mini-grants for staff projects, maintains a resource room for service projects, provides student leaders for projects, and continues to incorporate new ideas into Greendale efforts. Accepting on behalf of the Greendale Student Service-Learning Committee were **Steve Lodes**, middle school principal; **Tari Garnaas**, at-risk teacher and National Honor Society coordinator; **Barbara Lasee**, family and consumer education teacher and curriculum facilitator; and high school students **Xin Gu** and **Jared Bierbach**.

Burmaster also recognized five Service-Learning Banner Schools. "These schools represent the first banner school class and have demonstrated outstanding commitment to and proficiency with service-learning and citizenship education," she said.

The schools were among 125 in Wisconsin that were eligible to apply for Banner School designation. Grants that accompany the designation enabled the schools to build upon successful service-learning models in which students participate in activities important to the health of the community, become more actively engaged in civic life, and improve their academic performance.

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Schools, and those accepting awards on their behalf, were:

- **General Mitchell Elementary School, Cudahy School District:** Melanie McCauley, school counselor, and Marianne Blake, second-grade teacher;
- **Greendale School District:** Steve Lodes, principal, Greendale Middle School, and Bill Hughes, district administrator;
- **Lake Shore Middle School, Mequon-Thiensville School District:** Mike Dietz, principal; Rose Riege and Cherith Bevers, teachers, Deborah Stone, counselor; and Brad Rotter, Sarah Trubshaw, Karli Phillips, and Mark Schlifske, student council members;
- **South Division High School, Milwaukee Public Schools:** Ann Garrison, mentor and consultant;
- **Meadowbrook Elementary School, Waukesha School District:** Ellen Wruck and Eloise Benner, teachers; Janet Barthel, parent; Greg Deets, principal; Meribeth Sullivan, community partner; and Sally Michalko, service-learning project coordinator and first-grade teacher.

Three students nominated for the Howard Swearer Student Humanitarian Award received Wisconsin Campus Compact Presidential Civic Leadership Awards, presented by Keating:

Bryan D. Gadow, a 2004 graduate of **UW-Madison**, was an undergraduate Service-Learning Fellow at the Morgridge Center for Public Service and a Student Civic Leadership Fellow with Wisconsin Campus Compact. He served as chair of the Associated Students of Madison, established a Police Advisory Board, and taught an emerging leadership seminar for first- and second-year students.

Nathanael D. Isaacson, a 2004 graduate of **UW-Green Bay**, did research on service-learning and worked to link classes to service. He was a founder of the Progressive Student Association, co-organizer of VoteFest, and active in College Democrats and student government.

Mark L. Lee, a student at **UW-Eau Claire**, formed Project Students Building Communities through Service, which allowed five college students to spend a semester in service to the poor and underprivileged in the southern United States and Mexico. His other service trips include Camp S.W.E.A.T., a mission trip to the Dominican Republic, and volunteer work at Ground Zero after 9-11. He also volunteers locally with Habitat for Humanity and the Salvation Army.

Also receiving Wisconsin Campus Compact Presidential Civic Leadership Awards, presented by Keating, were:

Esther M. Letven, retired associate vice chancellor of Extended Services and director of the Center for Community Partnerships at the **University of Wisconsin-Parkside**, for service on the Wisconsin Campus Compact Planning Committee. Letven was instrumental in Parkside's connection with the American Democracy Project, a nationwide campaign to raise students' awareness of the importance of and involvement in participatory government.

James Ebben, retired president of **Edgewood College in Madison**, for his leadership and community service, which included leading positions in the United Way, Junior Achievement, Boy Scouts of

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America, Madison Club, and Rotary Club. He received the Serran of the Year Award in 2001 and the Community Leadership Award from Catholic Charities of the Diocese of Madison in 2002. Ebben served on the Wisconsin Community Compact Executive Committee prior to his retirement.

Richard Warch, retired president of **Lawrence University in Appleton**, for his strong advocacy for liberal education and private higher education, both locally and nationally. He helped initiate innovative programs, services, and affiliations, including Bjorklunden seminars, convocations, and the Wisconsin Campus Compact. Warch served on the Compact's executive committee prior to his retirement.

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NOTE: Photos of recipients of Service-Learning awards and Banner School certificate recipients are available from the Department of Public Instruction upon request. Please contact Joe Donovan, Communications Officer, (608) 266-3559, or (608) 516-9811.